

# Teaching Strategy of "Whole Book Reading" of Primary School Chinese under Core Literacy Teaching

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**Abstract:** *Primary school is an important period for students' learning and growth. The improvement of Chinese teaching at this stage will directly affect the long-term learning quality of students in the future. At present, with the deepening of the new curriculum reform, the teaching of reading the whole Chinese book also needs to expand teaching ideas and methods with the advancement of the curriculum reform, and more attention needs to be paid to the development and progress of students' language ability, cultural awareness, emotion and other core qualities in the reading process, so as to lay the foundation for long-term Chinese learning. Therefore, this paper will discuss the problems existing in the current teaching of whole book reading in primary schools, and discuss the importance of whole book reading under the core literacy and the specific teaching strategies.*

**Keywords:** *Core Literacy; Primary School Chinese; Whole Book Reading*

## 1. Introduction

With the continuous promotion and popularization of the new curriculum reform, new standards and requirements have been put forward for the teaching of Chinese in primary schools. Students are not only required to learn basic Chinese knowledge and skills in the process of Chinese learning, but also need to cultivate certain core Chinese literacy, so as to lay a solid foundation for long-term Chinese learning. In Chinese teaching, reading is an important teaching link that can not be ignored, which plays a very strong role in promoting the improvement of students' comprehensive subject ability, and the teaching mode of "whole book reading" can effectively promote students' reading learning effect.

## 2. The significance of reading the whole book of primary school Chinese under the core quality

At the primary school stage, the rapid development of students' learning ability and the strongest growth stage of absorbing new knowledge and new content are the decisive period to lay down students' long-term learning habits in the future. Therefore, every primary school Chinese teacher needs to carry out systematic teaching according to students' reading ability.[1] Under the requirements of the current new curriculum standards, the core literacy of Chinese mainly refers to cultivating students' four ideological structures: language construction and application, thinking development and improvement, aesthetic appreciation and creation, cultural inheritance and understanding. It is difficult to realize the full education and guidance of these four aspects simply by relying on the teaching materials themselves, so we must help students fully grasp the above contents with the help of the "whole book reading" itself. Through the teaching guidance of reading the whole book, students can effectively stimulate their desire to explore the rich Chinese knowledge contained in the reading text, appreciate the unique charm of knowledge through reading, improve the core quality of Chinese and enhance the quality of Chinese thinking.

### 2.1. Provide language materials and improve the knowledge system

In today's rapidly developing society of the Internet, The rapid popularization of information technology has brought great convenience to people's study and life, The acquisition of all kinds of knowledge has also become more convenient and fast, But with that, many students' reading and learning begin to become fragmented, Knowledge of knowledge is often through the Internet for fast browsing, This way of reading can effectively improve the richness of students' knowledge system in a short time, But judging from the long-term learning and development, But it will make the students' learning into a

fragmented situation, Knowledge of knowledge is often superficial, Can not cultivate a systematic and complete language knowledge system. However, through the "whole book" reading and teaching way, we can avoid the occurrence of such problems more smoothly. In this respect, teachers need to choose books with relatively perfect knowledge system, such as some poetry, novels, popular science books, etc., these books tend to have a relatively perfect knowledge system, from the introduction of relevant knowledge to the last gradually perfect, students can gradually under the guidance of books under the cultivation of systematic knowledge framework. At the same time, in this process, students can also subtly enrich their own language materials in the process of reading, and can also have a deeper understanding of the expression norms of various languages.

### ***2.2. Combine the book content, guide the development of thinking***

Through the teaching guidance of the whole book, it can effectively stimulate students' desire to explore the rich Chinese knowledge contained in the reading text, appreciate the unique knowledge charm through reading, improve the core quality of Chinese, and enhance the quality of Chinese thinking. And in a complete book, the promotion of knowledge system and content is often carried out by the author according to his own unique understanding, and the language, thought and logical system contained in it are very complete and interlinked. Under the leadership of books, students can follow the author's way of thinking to realize the construction of their own knowledge system step by step. In this process, students can not only learn books of explicit knowledge content, but also in the knowledge under the guidance of subtle, to feel in the inclusion of the author's deep way of thinking, realize the effective development of their thinking ability, it will be a very slow development process, but from the long-term development of students, is will gradually improve the students' thinking framework, improve the core of Chinese literacy. In addition, "reading the whole book" or an effective supplement to the teaching material content itself, through this systematic development, to enrich the students' knowledge reserves in the brain, at the same time the core literacy under the guidance of reading activities can also guide students to understand the close connection between primary school language learning and life, so as to achieve better learning effect.

### ***2.3. Feel the author's thought, improve the aesthetic level***

The process of reading is a process of aesthetic experience. An excellent book, from the binding and typesetting of books to the illustration design in the book, is all an expression of the aesthetic orientation of the book. From the content of the book, the author's language expression, plot conflict and ideological theme all reflect the beauty of the author's conception. By reading the content of the whole book, can let the students fully feel the author himself aesthetic taste, and read more books can also let students exposed to different authors for the world thinking and aesthetic preference, naturally realized the students for language aesthetic and appreciation ability, and this itself is the core part of the language literacy is very important content.

## **3. Problems in the teaching process of reading the whole book under the current core literacy**

### ***3.1. Rigid teaching mode and boring teaching***

The people-oriented teaching theory emphasizes that students should be the center. Teachers themselves are only the guides and promoters of students' reading learning, rather than paternalistic supervisors. In the selection of book content, there is a lack of respect for the needs of students. Most of them are the provisions of teachers or schools on reading texts, requiring students to read these prescribed books, which can not stimulate students' interest in reading.

### ***3.2. The content of the plan is missing, and there is a lack of clear guidance***

Primary school students do not have the ability to make reading plans independently, so they must rely on teachers to guide them in reading plans. However, many teachers themselves are unable to guide students to carry out planned reading work because of their tight teaching time or lack of relevant reading strategy training. If you want to give students a glass of water, you must have a bucket of water. Teachers' strong reading ability is the key to carrying out the whole book reading.

### ***3.3. The teaching content is random and lacks detailed consideration***

If you want to carry out effective "whole book reading" training, the choice of reading text is the decisive factor to determine whether the reading process is effective or not, and the choice of reading text can not only rely on the unilateral choice and decision of teachers, but should establish the reading text on the basis of respecting students' own choices and preferences, so as to really make students interested in reading, and achieve sufficient results. However, in the actual teaching process, this is not the case. Chinese teachers unilaterally tend to recommend literature books to students because of their majors. Some picture books and popular science books at home and abroad that students are interested in at this age have been seriously ignored, which is very detrimental to improving students' reading interest and expanding their knowledge.

## **4. The relationship between core literacy and reading the whole book**

### ***4.1. Providing rich materials to assist students in learning***

Today, with the increasing popularity of mobile phones, many students will be trapped in the fragmented knowledge acquisition state of mobile phones every day, which makes the mastery of knowledge often appear superficial, superficial, and there is no systematic understanding. The reading method of the whole book can effectively solve this problem. Because the whole book is rich in information and language and knowledge materials, it can effectively improve students' language accumulation level and promote students to better master the expression of relevant languages. In the case of the whole book, the whole has a very complete language Framework, and the language tools before and after the text are connected, It provides students with rich and systematic language materials.

### ***4.2. Clear thinking logic and strengthen students' reading***

The biggest difference between the whole book and a single article is that it has a very systematic logical system. The content of the whole book is advanced layer by layer under the clever arrangement of the author, and a story or part of knowledge is expressed in a reasonable logical way through the arrangement of language and words, so as to effectively drive the understanding of readers, and improve the reading level and the ability to absorb knowledge.

### ***4.3. Enriching aesthetic experience and improving aesthetic level***

The reading process itself is a very aesthetic thing. An excellent book, from the moment you get the book, the binding, layout and illustrations of the book have a very rigorous and elegant design style. These factors will imperceptibly affect the aesthetic taste of students in the process.

## **5. Specific strategies for carrying out the teaching of reading the whole book in primary schools under the core literacy**

### ***5.1. Paying attention to students' experience and respecting students' choices***

Under the traditional teaching mode, many times, teachers stipulate the corresponding reading texts for students, students read these corresponding contents according to the requirements of teachers, and make modal notes to deal with the inspection of teachers. This reading teaching mode may have certain results in the short term, and students can obtain a certain amount of language and knowledge accumulation under the rigid regulations, However, this model ignores the cultivation of students' interest in reading, which will lead to students' failure to form good and lasting reading habits in the long run, and not conducive to the improvement of Chinese core literacy. In order to solve this problem, teachers need to return part of the dominance to students, and make targeted reading text choices according to students' own personality, so as to improve students' reading interest.[2]

### ***5.2. Expanding reading in combination with the content of teaching materials***

In the process of Chinese learning in primary school, although reading is very important, the textbook itself is still the main way for students to learn Chinese knowledge. Therefore, combined with the content of the textbook, students can be guided to carry out extensive "whole book reading", so as to better grasp

the content of the textbook, and further improve students' mastery of this part of the content through extensive reading, so as to promote the connection between the two, Improve students' Core Chinese literacy.

### **5.3. Enriching teaching mode and assisting reading teaching**

According to relevant scientific research, human beings often have the clearest memory of image data when learning. Human beings are naturally sensitive to images, especially students in primary school. Based on this situation, teachers can use some appropriate image resources to help students improve their reading interest and read effectively.

### **5.4. Guiding students to discuss and exchanging reading experience**

A famous saying once said, "in the heart of a thousand people, there are a thousand Hamlets." This sentence is also applicable to primary school reading. Most of the reading texts involved in primary school reading classes are classic reading materials that have been baptized by time, and have a deep ideological connotation and knowledge system. Because of the large number of these reading texts, students do not have enough energy to read them completely. At this time, the communication between students is particularly important.

### **5.5. Carry out writing training according to the reading content**

As the saying goes, do not move the ink and ink do not read, reading and writing in the process of Chinese learning are interrelated and inseparable, the two promote each other, only two-pronged, in order to achieve the effective improvement of students' core language literacy. Therefore, in the actual teaching process of the whole book, teachers should pay attention to cultivating students to form the reading habit of combining reading and writing together, and guide students to gradually master the idea and context of the whole book by making reading notes. For this aspect, in order to let students can more convenient to accept book content, teachers need according to students specific learning situation of books and reading notes form choice, for example for grade students, its reading ability and notes ability is weak, so teachers can choose some simple books to as the content of the reading, on the choice of reading notes only need to let the students do some simple analysis record, such as a interested in text interpretation, or some text copy memory. For higher grade of students, teachers can properly increase the reading difficulty and complexity of reading notes, can choose some more thought depth and knowledge difficulty of books as its reading material, in reading notes requirements, this part of the students according to the content of books, starting from the overall book content, grasp the thought tendency and narrative way, when necessary, also can let students to imitate the language of books skills to imitate writing, truly realize the books internalized into students' own knowledge system. In such a way, students can deepen their understanding of reading "the whole book" step by step. In the face of this part of their own perception of reading, students will have a new perception and taste in the future, which is the real meaning of reading.

## **6. Conclusion**

In a word, it has become an inevitable trend for primary school teachers to carry out effective whole book reading teaching based on core literacy. In this process, teachers should respect students' personality, combine the content of the textbook itself, and use richer reading teaching methods to help students cultivate good reading habits and methods, so as to fundamentally improve the core quality of Chinese and lay a solid foundation for their lifelong Chinese learning.

## **References**

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